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ABSTRACT

This monograph is designed to help educators develop a better understanding of children's self-concept, the effects of children's self-concept on their school experience, and ways educators can have a positive effect on self-concept. The first section defines self-concept and presents two case studies; the second discusses factors influencing the formation of self-concept. The effects of self-concept on academic performance are presented in the third section. Suggestions for teachers are included in the fourth section, which discusses classroom environment, positive feedback, success, and "treating yourself good" for the good of children. A sample plan of action also is included. The fifth section contains a series of helpful ideas and lists of books, filmstrips, games, posters, and other educational materials. Appended are author information and a subscription form for the monograph series. (BJD)

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Increasing Self Concept: An Educational Perspective

by Mary Lou Fuller

Introducing the Author

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INSIGHTS into open education

Increasing Self Concept: An Educational Perspective

Mary Lou Fuller
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Gary is an active, curious nine year old. He looks like the stereotype of the "all American boy" with sandy hair, freckles, an infectious grin and a passion for life that adds an air of excitement to most tasks. Unfortunately, this joy of life does not carry over to the classroom. Gary becomes easily frustrated with school tasks, is a poor student, is apt to engage in acting out behaviors and frequently fights with his classmates. Both Gary's teachers and his classmates breathe a sigh of relief when he is absent.

Steve, an average student, is a quiet, well behaved eleven year old. He is so quiet that he seems to blend into the beige of the classroom walls. Steve's goal appears to be to escape notice. He is withdrawn, frequently daydreams and, if his teacher would allow it, he would spend every recess in the room reading. His teachers and classmates hardly notice when he is absent.

Gary and Steve seem to be a study in contrast (each the antithesis of the other) when, in fact, they are both children in conflict. Gary's overt, attention seeking behaviors and Steve's withdrawing, "passive" behaviors are both a result of a negative self concept. In other words, they don't feel good about themselves.

The purpose of this Insights is to help educators develop a better understanding of (1) the nature of self concept, (2) the effects of self concept on the school experience and (3) how educators can have a positive effect on self concept. This article does not propose to present a listing of specific activities (as there are already available numerous such resources--see page 11) but rather to give teachers a way of taking a more global look at how children feel about themselves at school and ways of planning positive interventions.

WHAT IS SELF CONCEPT?

The definition of self concept has become somewhat more complex since Raimy (1943) called it the "more or less organized perceptual object resulting from present and past self observation...(it is) what a person believes about himself," or as Rogers (1947) regarded it "...the self as seen by the experiencing person." As the study of this subject has

developed, the definitions and vocabulary have become increasingly more sophisticated and this sophistication has allowed us to examine the subject in further depth. For the purpose of this paper, Shavelson's (1976) definition is the most appropriate: "In very broad terms, self concept is a person's perception of himself. These perceptions are formed through his experience with his environment and are influenced especially by environmental reinforcements and significant others." In other words, it is how Gary and Steve feel about themselves.

If we understand how and why Gary and Steve feel the way they do then we can intervene in positive ways and help them feel better about themselves. Donald E. Hamachek has some valuable things to tell teachers about how important they are in helping children develop a positive self concept (1973). In addition, he suggests that what a teacher does today has strong implications for tomorrow. He makes five important observations which help explain why elementary teachers can affect self concept.

1. A child is most susceptible to feedback regarding his/her worth, abilities and skills during pre-adolescence (between the ages of five to ten or twelve) primarily because his/her self-image is incompletely formed and easily influenced by the evaluations of others, particularly significant others like parents *and teachers*. Adult perceptions are easily converted into the child's self-conceptions.

2. Children's "school-ability" self-images are formed during their elementary school years and children tend to perform at a level more or less consistent with their school-ability self-image.

3. Consistent success experiences lead to reasonable levels of aspiration and realistic goal setting, while consistent failure experiences lead to unpredictable levels of aspiration and unrealistic goal-setting. By helping children set realistic goals, teachers help children to succeed.

4. A failure attitude can be prevented up to about age ten or twelve (pre-adolescence), but after that time it becomes increasingly more difficult to change.

These four factors alone are sufficient to underline the potential importance of the elementary school teacher, but when considered with the following, the influence of the elementary teacher becomes unmistakable.

5. Elementary school success experiences seem to be a mandatory pre-requisite to subsequent success in later school years and adulthood. Simply stated, children who fail are likely candidates to end up as adults who fail.

Current research shows that adults have a greater effect on younger children's self perceptions (Beane, Lipka, Ludwig, 1980). With such profound

potential for affecting how children feel about themselves, Gary's and Steve's teachers have an incredible opportunity to help.

FACTORS INFLUENCING THE FORMATION OF SELF CONCEPT

Though Gary and Steve show their pain in different ways, they have two important factors in common: the ways their perceptions of self were formed and the ways these faulty perceptions can be changed. Gary may physically strike out at his classmates and Steve may withdraw into the safer world of his books, but both their behaviors communicate that they don't feel good about who they are.

Self concept is formed in response to environmental messages an infant receives and is adjusted according to new messages as the child develops. The question then is, "How do children perceive their world?" Is it a warm, friendly place that encourages growth and exploration, or is it a cold, threatening environment which inhibits positive development? There is yet another alternative: an environment which appears to ignore children thus denying their worth. While children want positive messages from their environment (and will accept negative messages if that's all they can get) all children try to remove themselves from a denial environment. A classic study in the area of early childhood development dramatically illustrates this point. Infants in a foundling home were dying and no apparent reasons could be discerned for their deaths. While all possibilities were examined in a search for the cause (diet, foreign organisms in the environment, disease, etc.) nothing was found that could explain the mysterious deaths. When a resident doctor suggested that these children were dying from a lack of nurturing, he was ridiculed by his colleagues; but over the disdain of others, he persisted in his investigation. He purchased rocking chairs and assigned workers to rock and play with the infants and the babies stopped dying. Their environmental messages had changed from denial of their existence to those of concern and care. Elementary school children also need an environment of respect, concern and care in order to develop good feelings about themselves. What messages are Gary and Steve receiving from their environment?

THE SCHOOL AND SELF CONCEPT

Any seasoned teacher knows that how children feel about themselves affects their classroom behaviors. Gary feels angry with an environment that causes him pain and he strikes out while Steve feels worthless and withdraws. The same experienced teacher may be able to make accurate observations of children's feelings about self and their classroom behaviors and yet the relationship between the two is as big a mystery as the infant deaths.

Children who don't feel good about themselves have less satisfying social interactions, give up easier and are less confident making choices (Shiffler, Lynch-Sauer, Nademann, 1977) and rather predictably, are more apt to drop out of school (Hamachek, 1972).

While there is a general consensus that how students feel about themselves will affect their behaviors, the quality of their lives and their "school ability self concept," there is still a question as to the effects of self concept on academic performance.

Recently 702 studies looking at this subject were examined and the results suggested that there is a correlation between how students perceived themselves and their grade point averages (Hansford and Hattie, 1982). This is not to suggest that GPA's or test scores are the best (or even an accurate) measure of learning but rather an indication of learning. It appears that self concept may be a better predictor of reading success than intelligence (Wattenberg and Clifford, 1973) and that there is a relationship between how students see themselves and academic achievements (Miller, 1965).

Self concept is not magic--it is not true that all that students must do to achieve academic success is feel good about themselves--rather, students with positive self concepts come closer to meeting their potential than students with poorer self concepts. In other words, students' performances (be they social or academic) are likely to be congruent with their views of themselves.

HOW CAN TEACHERS HELP?

Children come to school with a complex repertoire of attitudes and behaviors. Does Gary feel angry and worthless because of parents with unrealistic goals who continually criticize and nag him? Could Steve be shy because of older siblings who are superstars and, consequently, it is easier for him to withdraw than compete? We may never know the answer to these questions, but what we do know is that teachers can make a meaningful difference in the way children feel about themselves, and that a positive elementary school experience has some very long range implications.

In considering how a teacher creates an atmosphere which helps children recognize and appreciate their uniqueness, it is important to explore the classroom environment, the need for success and the role of the teacher.

Classroom Environment

Generally the classroom environment should create an atmosphere which conveys the message of respect, acceptance and concern. Gary's and Steve's teachers might list these three factors and then (under each heading) list those present teacher behaviors that help students know that they are respected, etc. Upon completing the list of the present classroom conditions, they can make a future plan of action.

Teachers want to help their students but sometimes don't know where to begin because the situation seems overwhelming. The attached simple form helps assess the situation and formulate a plan for change. Often

teachers have already spent a considerable amount of negative energy dealing with the behavior of a child with a negative self concept and they find it a relief to spend energy on a positive plan of action. Sometimes, asking another teacher to help brainstorm a "plan of action" is a productive way to proceed.

Turn to page 9 for the
"Plan of Action" and instructions.

On a more general note, current research on self concept lists other ways the classroom affects how children feel about themselves.

What kinds of classroom make students feel good about themselves? In a "Synthesis of Research on Self Concept," Beane, Lipka and Ludwig (1980) identified some important factors:

> Children feel better about themselves in a humanistic climate...which is characterized by democratic procedures, student participation in decision making, personalness, respect, fairness, self-discipline, interaction and flexibility: as opposed to the custodial climate. The latter is typified by...concern for maintenance of order, preference for autocratic procedures, student stereotyping, punitive sanctions and impersonalness (Licata and Wildes, 1980; Estep, Willower and Licata, 1980).

While children need to feel some measure of control over their lives, the custodial school environment typically sets non-negotiable rules that contribute to an atmosphere in which students feel powerless (Lefcourt, 1976). Feelings of powerlessness negate positive feelings of self. Students who participate in establishing school rules and regulations not only feel better about themselves but feel a greater responsibility to abide by the guidelines.

Beane, Lipka and Ludwig (1980) reference earlier studies when they state that "...educators have long recognized the lack of connection between the completely subject centered curriculum and the personal needs of youth." Proponents of the subject-centered group would certainly support the idea that if one wants students to learn subject matter, the school must teach it. For some reason, however, it is presumed that personal and social development do not need direct attention. One way, then, of enhancing self concept in the school is to provide a curriculum specifically designed for that purpose. There are a number of commercial programs available to do just that. A partial list of such materials is on page 11.

The Need for Positive Feedback

Consistent and continuing positive feedback helps students feel comfortable in their school environment. The feedback should be specific in

nature and honest. There is a big difference between flattery and feedback. Feedback should "...help young persons to clarify their concepts of self and the values upon which their personal self-esteem judgments are made" (Rath, 1972).

A clear and accurate self concept depends upon the learned skills of self evaluating (Barrett, 1968). Too often children experience devaluation (what is wrong with them) rather than an evaluation (how they are doing). The evaluation should be a team effort on the part of the teacher and the student, designed to help guide the child's learning. Each day, week and so on, learners ought to be encouraged to evaluate themselves.

> Through the use of logs, journals, and diaries young people may keep a personal record of how they do in various activities in and out of school, and look back at their developing skills and growing insights in all domains of learning and development. Further, each report on school progress ought to have a written statement by the student as to what he/she has learned, what problems have been encountered, how they have been overcome, and what is planned next. These procedures aim directly at self-perceptions of learners and their use is imperative for enhancing sense of self through the school (Coons and McEachern, 1967; Marston and Smith, 1968).

Nothing Succeeds Like Success--An Old But Not Out-Dated Idea

Perhaps the single most important factor in changing a negative self concept to a positive self concept is success. Teachers and pupils alike must experience success in order to feel good about themselves. Most children come to school as experienced learners who have enjoyed success in innumerable learning situations. But for some children, school marks the beginning of an association of learning with failure. Albert Cullum's (1971) poignant verse dramatically illustrates this phenomenon.

> *I was good at everything*
> *-honest, everything!-*
> *until I started being here with you.*
> *I was good at laughing,*
> *playing dead,*
> *being king!*
> *Yeah, I was good at everything!*
> *But now I'm only good at everything*
> *on Saturdays and Sundays...*

Gary and Steve both feel like failures. Their behaviors differ but their feelings are the same. Children with poor self concepts exhibit

behaviors which result in failure (and thereby reinforce negative feelings) while children who feel good about themselves exhibit behaviors which result in success (thus reinforcing a positive self concept) (Hamachek, 1972). The paradox is that children who need success the most experience it the least.

Another way of putting it is that we all need to make a difference in our worlds and have a happy sense of efficacy--in other words, feel successful (White, 1960). We know (1) we must feel successful to feel good about ourselves, (2) that children who fail usually don't feel good about themselves and (3) that we can help children improve their negative feelings by helping them experience success. Gary's teacher might break his tasks into smaller parts, or always go back to a point of success before introducing a new material (e.g., review tables of 5's and 6's before starting 7's). Steve's teacher may help him recognize existing success by charting his progress or by helping him identify what it is he likes about his work. Gary and Steve will find that success is contagious and that "one success may lead to another" (Bailiffe, 1978).

Bailiffe (1978) suggests the use of teacher guided tutoring sessions in which successful outcomes are ensured followed by the discussion of how it feels to succeed. Gary and Steve may have experienced so little success that they need help in identifying it, knowing what it feels like and accepting it as their own. Some children accept only failure as their "just due" and attribute success to external factors--"I was just lucky" (Hamachek, 1972). Gary and Steve may have experienced so little success that when they are successful they feel uncomfortable--they feel like frauds.

Be Good to Yourself--It's Good for Children

A caring, supportive environment and feelings of success--what more could Gary and Steve need? A teacher who feels good about him/herself! For years we have been aware that teacher modeled behaviors have a strong effect on children, or as your grandmother used to say, "Actions speak louder than words" (Bandura, 1963). Raschke and Raschke's (1979) research in the areas of self concept has some important educational implications. They tried to determine if the familial style of a home (i.e., single parent home, step-home and intact) affect how children felt about themselves. They found that it wasn't the make-up of the family, but rather what went on in that family, that made the difference. The greater the perceived happiness of the parent(s), the higher the child's self concept. Simply stated, happy parents produce happy children. The educational implication is that teachers who feel good about themselves encourage children to feel good about themselves.

Teachers who accept a compliment with pleasure, respect others and expect respect in return--like themselves and just generally enjoy life--model two important things for their students: they model behaviors of people who feel good about themselves and they give children permission to like themselves. To help children feel good about themselves, a teacher must do the same.

Sample "Plan of Action" for Steve

Respect		Acceptance		Concern	
Present	Future	Present	Future	Present	Future
Examples of present teacher behavior.	Talk with Steve 5 minutes a day. Ask Steve's opinions. Display his work.	Examples of present teacher behavior.	Share experiences with Steve. Smile at him as Steve enters the room. Listen when he talks.	Examples of present teacher behavior.	Inquire about his specific interests. Be aware of home environment and refer to it. (e.g., Has your cat had her kittens?)

1. For two school days prior to preparing the "plan of action," try to be aware of the specific behaviors you exhibit which show respect, acceptance and concern for the child in question and fill in the "present" column.

2. Write for fifteen minutes, positive observations about the child in question and don't be discouraged if you're a little slow in starting--that's natural. It's important not to skip this step for it prepares you for the most important part of this plan--step 3.

3. Immediately after completing step 2, fill in the "future" column. These should be activities that you can implement tomorrow. Don't plan more than three activities per column as it's easy to become overwhelmed with a plan that is too ambitious.

4. During the first week of implementation, check your plan at the end of each school day placing a check next to those behaviors you have accomplished. After the first week, check your plan bi-weekly.

WAYS TO HELP

Recall that Gary and Steve are students in pain. Gary will not stop rebelling and Steve will not stop withdrawing until we touch the source of their pain. Until that happens, we won't make any appreciable difference in their behaviors. The following list acts as a summation of this Insights and as a plan to help Gary and Steve develop more positive self concepts.

** Make a list of the positive characteristics of the child with a negative self concept--"adult perceptions are easily converted into self conceptions" (Hamachek, 1972). What are the "adult perceptions" that you are transmitting?

** Help children experience, recognize and enjoy success on a consistent basis.

** Create a warm classroom environment which communicates respect, acceptance and concern.

** Don't leave change to chance or intermittent action but rather develop a specific plan of action. (See page 9).

** Allow children to participate in decision making. Decision making skills encourage feelings of confidence.

** Create a democratic environment that encourages students to interact with one another in positive ways and consequently results in feelings of power within that environment.

** As part of your curriculum include activities that help children feel good about themselves. (A bibliography of curriculum materials can be found on page 11.)

** Provide consistent and constant positive feedback which helps to clarify self concept and values.

** Examine your own self concept. Are you modeling self acceptance and appreciation? Enjoy who you are: if you won't do it for yourself do it for your students.

You are an important person in the lives of your students and your actions do make a difference--now and in the future. You have a tremendous potential for "making a difference" and are already doing innumerable things to make children feel good about themselves. By understanding what (1) self concept is, (2) the effect of self concept and (3) factors which will help increase self concept, you are on the road to organizing your energies and becoming an even more effective teacher.

The following is a sample list of materials that might help an elementary classroom teacher increase student self concept.

Books

ACTIVITIES FOR DEVELOPING POSITIVE SELF-AWARENESS: GRADE 4-6 by Rita K. Gram and Peggy M. Gust, Spiralbound, Milliken, $4.95.

THE CENTERING BOOK--AWARENESS ACTIVITIES FOR CHILDREN, PARENTS AND TEACHERS by Gay Hendricks and Russel Wills, Prentice-Hall, Inc.

FEELING GOOD ABOUT ME FOR ELEMENTARY SCHOOL FACILITATORS by Kenneth Morrison and Marcia Thompson, Educational Media Corporation, $6.95.

FREE TO BE...YOU AND ME by Marlo Thomas, New Trends, 115 South Main, Aberdeen, SD 57401, $7.95.

HOW TO RAISE CHILDREN'S SELF ESTEEM by Harris Clemes and Reynold Bean, 1980, $3.95.

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM by Jack Canfield and Harold Wells, Prentice-Hall, Inc., $16.95.

WHEN I GROW UP: STRUCTURED EXPERIENCES FOR EXPANDING MALE AND FEMALE ROLES by Michelle Kavanaugh, $14.95. Volume I is a publication designed to help children from pre-kindergarten through the 8th grade expand their human potential and eliminate sex-role stereotypes.

THE WHOLE PERSON BOOK: TOWARD SELF DISCOVERY AND LIFE OPTIONS, WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160, $8.00. As a guide to help students examine their personal values, talents and interests--students match their strengths to job possibilities; book includes activities to use with kids that are fun.

VALUES CLARIFICATIONS: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS by Sidney Simon, Leland Howe and Howard Kirschenbaum, A and W Publishers, Inc.

Filmstrips

UNDERSTANDING AND ACCEPTING YOURSELF. Four color filmstrips, four cassettes, guide, Grades 3-6, $82.00. Learning Tree, P.O. Box 4116, Englewood, CO 80155. Four-part filmstrip program dealing with confused or embarrassing feelings about own behaviors. Discusses how physical and emotional conditions affect our behaviors, how habits are formed and ways to change behavior and improve behavior.

BEING YOU. Four color filmstrips, four cassettes, guide, Grades K-4, $78.00. Learning Tree. Part 1 explores major parts of the body and how they work. Part 2 discusses emotions. Part 3 stresses self tolerance and the fact that we all make mistakes. Part 4--we are all unique and have a special place in the world.

DEVELOPING SELF CONFIDENCE. Four color filmstrips, cassettes, guide, Grades 4-8, $82.00. Learning Tree, P.O. Box 4116, Englewood, CO 80155.

LEARNING ABOUT ME: DEVELOPING SELF CONCEPT. Five open-ended filmstrips presenting real-life situations for discussion, $124.00.

DEVELOPING SELF-RESPECT. Four color filmstrips, cassettes, guide, Grades 4-9, $82.00. Learning Tree, P.O. Box 4116, Englewood, CO 80155.

The following are available from Learning Tree Filmstrip, P.O. Box 4116, Englewood, CO 80155:

CENTERING THE CENTERED STUDENT, 8 audio cassettes, $99.00.
COPING WITH LIFE:
LT1102 4 filmstrips and cassettes, $88.00.
LT1103 4 filmstrips and cassettes, $82.00.
LT11025 both, $154.00.
DEVELOPING SELF RESPECT, 4 filmstrips and cassettes, Grades 3-8, $82.00.
DEVELOPING SELF DISCIPLINE, 4 filmstrips and cassettes, Grades 4-8, $84.00.
DEVELOPING SELF CONFIDENCE, Grades 4-8, $82.00.
DEVELOPING SELF RELIANCE, Grades 4-8, $82.00.
GIRLS & BOYS MEN & WOMEN, Grades 4-6, $70.00.
COPING WITH ADOLESCENCE, Grades 5-8, $82.00.
UNDERSTAND RIGHT AND WRONG, Grades 3-6, $82.00.
FAMILIES DEATH, Grades 4-8, $156.00.
UNDERSTANDING PUBERTY, Grades 5-9, $82.00.
BEING YOU, Grades K-4, $70.00.
BEING GOOD BEING BAD, Grades K-4, $82.00.
BEING COURTEOUS BEING CONSIDERATE, Grades K-4, $80.00.
BEING RESPONSIBLE, Grades K-4, $84.00.
BEING FRIENDS, Grades K-4, $82.00.
BEING KIND, Grades K-4, $78.00.

MANNERS FILMSTRIPS, Argus Communications, Box 6000, One DLM Park, Allen, TX 75002, $19.50. Filmstrips are about (1) attention getting by causing trouble, (2) rejection because of wanting own way, (3) listening and taking turns talking, (4) table manners, (5) saying "I'm sorry" and (6) caring for one another.

THE SINGING TREE FILMSTRIP.
ISN'T IT GREAT/YOU ARE MY FRIEND, $24.00.
I LOVE YOU/LOOK AT THE SUNRISE, $24.00.
FEELINGS AND THOUGHTS, $20.00.
ROLES AND GOALS, $20.00.
FRIENDLY AND HOSTILE, $20.00.

Games

REUNION. Board Game, $13.50. A board game for 2-6 players designed to increase self awareness, improve communication skills and get closer to people. All ages. Social Studies School Service, 10000 Culver Blvd., Dept. 52, P.O. Box 802, Culver City, CA.

THE UNGAME: TELL IT LIKE IT IS! Board Game, $13.00. No winners or losers in this game. All action focuses on what players think, feel and do. Deck for elementary level students, and one for teenagers and adults. Opportunities for Learning, 8950 Lurline Ave., Dept. HADS, Chatsworth, CA 91311

Posters

Argus Primary Posters, P.O. Box 6000, One DLM Park, Allen, TX 75002.
FEELINGS AND SELF CONCEPT, $12.95.
TEACHER POSTERS, $12.95.
LANGUAGE EXPRESSION, $12.95.

BULLETIN BOARD POSTERS, $2.95/set. Teach your students lessons in manners, basic skills, health, science, social studies. Each set (6) consists of colorful, amusing illustrations which will delight everyone. New Trends, 115 South Main, Aberdeen, SD 57401.

Materials

FEELINGS: UNDERSTANDING OUR FEELINGS OF SADNESS, HAPPINESS, LOVE AND LONELINESS by Mary Anne McElmurry. Grades 4-6, Good Apple, 1981, $6.95. Seventy-five activities, reproducible activity book.

CARING: LEARNING TO VALUE YOURSELF, FAMILY, FRIENDS AND SCHOOL by Mary Anne McElmurry. Grades 4-6, Good Apple, 1981, $5.95. Activity book.

DEALING WITH FEELINGS: A CREATIVE FORMAT FOR SELF-EXPRESSION by Joanne Richards and Marianne V. Standley. Grades 2-6, Learning Works, 1982, $6.95. Reproducible pages.

IT'S POSITIVELY FUN. Love Publishing Company, 1777 S. Bellaire St., Denver, CO 80222, $6.95. Awards, contracts, free-time passes, right-to-rent, bonus point systems, accomplishment sheets and take-home communicators.

POSITIVE ACTIONS. Love Publishing Company, $10.50. Spinners, wheels, "mood cards," passes, development of social skills and positive behavior.

POSITIVE PAY-OFFS. Love Publishing Company, $4.95. Encourage trustworthy behavior.

LOVE NOTES by Angie Rose. Humanities Limited, P.O. Box 7447, Atlanta, GA 30309, $19.95. "I have two kisses for you today." "Praise me today." "Let me try it by myself today." These are very special messages, written as if the child were speaking to the parent. The package contains a full year's supply of Love Notes for an early childhood class of thirty.

MCDONALDS DUPLICATING AND TRANSPARENCY/DUPLICATING BOOKS. McDonald Publishing Co., Inc., New Trends, 115 South Main, Aberdeen, SD 57401. All are either $4.95 or $9.95. Most are content area materials. All items in this catalog are written to encourage students to enjoy learning, to think, to become more creative and to reinforce a positive self concept.

MULTICULTURAL AND SELF-AWARENESS. $9.95. Contains 26 illustrated ABC cards that present positive concepts of cultural pluralism and a 76-page book filled with activities to teach understandings, feelings and values.

Units

THE WALKER SOCIAL SKILLS CURRICULUM: THE ACCEPTS PROGRAM by Hill M. Walker, Scott McConnell, Deborah Holmes, Bonnie Todia, Jackie Walker, and Nancy Golden. Complete ACCEPTS curriculum guide, $19.00; ACCEPTS videotape, 3/4 hour color videotape, $150.00. Concentrates on preparing elementary handicapped children to adapt to the school setting and achieve adjustment to non-handicapped peers. Also teaches non-handicapped children important social skills.

1983 INSTRUCTIONAL MATERIALS AND TESTS CATALOG, AGS Publishers Building, Circle Pines, MN 55014.
38 Personal and Social Development
MY FRIENDS AND ME
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-Preschool programs
-Day Care Centers
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-Parent Child Centers
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-Elementary School Guidance Counselors
-School Psychologists
-Church and Community programs
-Early drug prevention programs
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Developing Understanding of Others
Developing Understanding of Choices
DUSO-1-(R): Grades K-2, complete kit, $179.50.
DUSO Sampler, $5.00.
DUSO-2-(R): complete kit, $109.50.
Call toll free 800-328-2560.

The following are available from Science Research Associates, Inc., 155 North Wacker Drive, Chicago, IL 60606:

Stage One: AWARENESS
Focus on Self Development
Grades K-2 emphasizes relating to one another and confidence in self expression.
Teachers Guide; 5 36-frame filmstrips, 4 33 1/3 RPM story records or cassettes; 20 17x2 BW photoboards, 1 easel, 1 Here I Am (pupil activity book).

Stage Two: RESPONDING FOCUS ON SELF DEVELOPMENT
Grades 2-4 emphasizes responding to the peer group. Builds on Stage One awareness.
Teachers Guide; 6 36-frame full-color filmstrips; 4 33 1/3 RPM story records or cassettes; 20 17x2 BW photoboards, 1 easel, 1 The Me I Know.

Stage Three: INVOLVEMENT
Focus on Self Development
Grades 4-6--expression of ideas, feeling, values. Can follow Stage Two.
Teachers Guide; 6 36-frame full-color filmstrips; 4 33 1/3 RPM story records or cassettes; 20 17x2 BW photoboards, 1 easel, 1 Being Me.

WHAT COULD I BE? (Guidance booklet)
Introduces students in Grades 3-6 to the world of work. Helps students view occupational areas in terms of their own abilities and interests and to see the value of school. Walter M. Lifton.

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Introducing the Author

Mary Lou Fuller is an assistant professor in Elementary Education at the Center for Teaching and Learning. She has written, done research and taught classes in the area of self concept. She formerly worked with children's groups with the goal of improving self concept.

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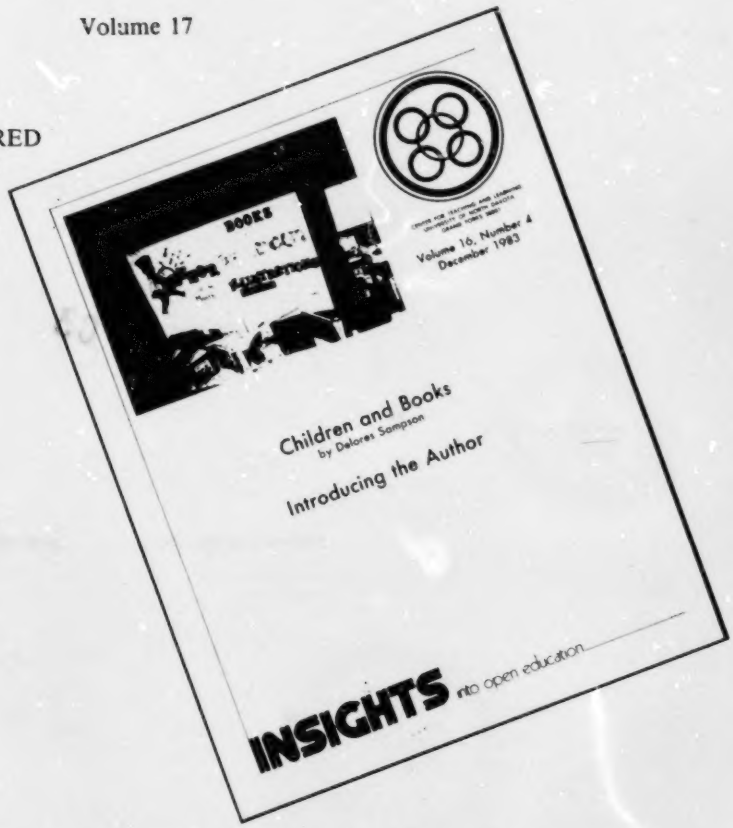

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